

BASIC REQUIREMENTS FOR DEVELOPING STUDY COURSES IN LATVIAN AND ENGLISH IN THE MOODLE ENVIRONMENT (e.RISEBA) WITHIN THE PILOT PROJECT

As part of the course development, the faculty member must develop a complete set of course materials intended for integration into the Moodle environment, including:

- a course description;
- handouts (one for each topic);
- mid-term assessments;
- final examination (exam);
- a collection of video transcripts;
- information for the course webpage;
- a list of information sources.

The course must cover at least six topics. Each set of handouts must include at least four fully developed subtopics.

For a 3 ECTS course:

- one mid-term assessment must be included;
- the minimum length of each sub-topic must be no less than 2–3 A4 pages of academically structured content.

For a 6 ECTS course:

- two mid-term assessments must be included;
- the minimum length for each sub-topic is no fewer than 4–6 A4 pages of academically structured content.

An independent course material is considered to be a structured and substantively complete course element with a clearly defined objective, thematic focus and direct link to the specific course topic and the intended learning outcomes.

The formal division of a single piece of content into several files or documents without any deepening of content, increase in volume or academic added value is not considered to be independent material. In such cases, the requirement for the development of independent course material is not considered to have been met.

Minimum scope of materials

COMPONENT	DESCRIPTION
Course Description	The course description must include: <ul style="list-style-type: none"> – the course objectives; – the learning outcomes to be achieved; – assessment criteria and their link to learning outcomes. The course description serves as the basis for the subsequent development of course materials.
Handouts	The course must include at least six topics. <ul style="list-style-type: none"> • Each topic is presented as a separate handout and includes: <ul style="list-style-type: none"> – the class plan (the topic's objective, key questions, core concepts, expected intended learning outcomes); – at least four fully developed sub-topics. • Sub-topics are structured as blocks of content, skills or activities in accordance with the specific nature of the study course. • Each sub-topic is considered fully developed if it contains: <ul style="list-style-type: none"> – a clearly formulated objective for the sub-topic; – a structured outline; – explanations of concepts; – examples or practical applications.
Mandatory assessments	a. Mid-term assessment – an interim diagnostic assessment in an automatically marked format covering the core topics of the course. b. Exam – a final examination with automatically or partially auto-graded assignments. Partially auto-graded assignments are assessed using a predefined grading rubric
Introductory information about the faculty member	The header of the course website must include the following: <ul style="list-style-type: none"> – the name of the study course; – the credit value of the course; – the faculty member's contact details; – the faculty member's professional profile; – an informative message to students about the course.
List of information sources	The list of information sources is compiled as a thematically structured collection of literature and other information sources for each course topic. <i>The sources used must be correctly formatted and meet academic quality standards.</i>

Transcripts of video material	<p>Scripts for avatar voice-over must be provided. The texts for the video material include:</p> <ul style="list-style-type: none"> – an overview of the course structure; – introductions to the topics; – instructions for students on the course structure, mid- term assignments and the exam. <p><i>The texts are written in an explanatory, academic style, suitable for structured and neutral avatar narration.</i></p>
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DETAILED DESCRIPTION OF BASIC REQUIREMENTS

REQUIREMENTS FOR HANDOUTS

HANDOUTS

Study course must include at least six comprehensive handouts – at least one handout for each course topic. A comprehensive handout is considered to be structured learning content that is directly linked to the specific course topic and ensures the achievement of the specified learning outcomes. The formal division of a single handout into several documents without expanding the content is not considered to fulfil the requirement.

Each course topic must include:

- a class plan clearly stating the topic’s objective, key questions, core concepts and intended learning outcomes;
- at least four fully developed sub-topics.

Sub-topics are structured as blocks of content, skills or activities in accordance with the specific nature of the study course.

Each sub-topic is considered fully developed if it includes:

- a clearly formulated objective for the sub-topic;
- a logically structured outline;
- explanations of concepts;
- examples or practical applications.

Handouts must be prepared in an academic style, in accordance with the principles set out in RISEBA’s Study Paper Preparation Regulations, whilst taking into account the specific nature of the study course materials.

This includes:

- the use of academic language;
- a precise, clear and logical presentation;
- consistent terminology;
- a clear distinction between the author’s explanations and the ideas from the sources used.

Tables, models, formulas and visual elements are used as tools to explain the content and are functionally integrated into the text. Visual elements without an explanatory or analytical function are not considered to meet academic quality requirements.

SCRIPTS FOR VIDEO MATERIAL

Scripts for video material must be developed, intended for voice-over by an avatar, and ensuring a clear, structured and consistent presentation of the course content.

The introductory video text provides:

- an overview of the study course;
- information on the mid-term assessment task (test);
- information on the structure of the exam;
- necessary instructions for students regarding the course.

The texts for each course topic include:

- one main overview text (approximately 5–6 minutes, 750–850 words), which provides a structured introduction to the topic’s content and explains its place within the overall structure of the course;
- texts for sub-topics, which sequentially and clearly reflect the content of each sub-topic.

For a 3 ECTS study course:

- one video text segment is provided for each sub-topic (approximately 3 minutes, 400–450 words).

For a 6 ECTS study course:

- the volume of video material for sub-topics is adapted to the depth of the content;
- several sequential video text segments may be created within a single sub-topic, ensuring a comprehensive and methodologically sound presentation of the content.

The texts of the video materials must be written in an explanatory, academic style, without emotional intonation, ensuring:

- the use of academic language;
- a clear and logical structure;
- consistent terminology throughout the course;
- compliance with the approved course content.

Video scripts are not simply a rewriting of handouts. They serve as a structured explanation of the content and a guide for students, ensuring a consistent understanding of the course. Texts must be suitable for neutral voice-over narration, avoiding colloquial language, emotional judgements and improvised intonation.

REQUIREMENTS FOR ASSESSMENTS

MANDATORY ASSESSMENTS

A **Mid-term assessment** is an interim diagnostic test, created in a fully automatically assessable format and designed to test students' knowledge and understanding. Permitted question types include: multiple-choice questions, matching questions, text completion questions, drag-and-drop questions, and other equivalent automatically graded question types. The content of the mid-term assessment is based on the set of topics covered in the relevant stage of the study course and is used to assess students' knowledge and understanding.

- A study course worth **3 ECTS** credits must include one such mid-term assessment.
- A study course worth **6 ECTS** credits must include at least two mid-term assessments, which sequentially cover different thematic stages of the course.

The **exam** is a final assessment designed in a partially or fully automated grading format. The exam includes:

- a diagnostic section, which accounts for at least 40% of the total exam mark;
- a strategic task section, which is assessed using a predefined assessment rubric.

The examination covers all topics of the study course and is designed on the basis of the approved course content. The strategic task section may include structured writing or speaking tasks, provided that these are assessed in accordance with a predefined rubric.

General criteria

- All assessment tasks and examination questions are designed based on the learning outcomes of the course, ensuring a clear alignment matrix between learning outcomes, tasks and grades awarded.
- The course must include at least one mid-term assessment and one final examination.
- Assessments must cover various cognitive levels – knowledge, analysis and application.
- There must be a clearly defined marking scheme, ensuring an overall mark on a 10-point scale.
- Assessments and the exam must incorporate safeguards against AI-generated solutions, using unique tasks, case variations and the rotation of duplicate tasks. Technical AI detection is not a mandatory requirement. **It is recommended that the plagiarism detection tools available at RISEBA be used during the exam to strengthen academic integrity and the transparency of assessment.**
- Students must be provided with clear feedback and transparent assessment criteria, including assessment rubrics where partially auto-graded assignments are used.

ADDITIONAL REQUIREMENTS

Integrity and ensuring academic integrity – exams must include measures that reduce the possibility of using formulaic or automated answers, including the use of unique case studies, task variations and the rotation of answer versions.

Accessibility – course materials and grading solutions must be designed in such a way that they can be adapted for students with special needs in accordance with the university's established procedures for support and accommodation. The determination of individual accommodations is not delegated to faculty members.

Alignment with learning outcomes – each learning outcome of a study course must be assessed by at least one assessment task, ensuring a clear link between learning outcomes and assessment.

Academic quality – the academic quality of teaching materials must comply with the same fundamental principles applied to the assessment of students' final assignments, taking into account the specific nature and format of the teaching materials.

PROCEDURE FOR DEVELOPMENT AND COORDINATION

The development of a study module is organised in successive stages, ensuring quality control of the content and its alignment with the approved learning outcomes.

Stage 1 – Coordination of the course description. Before commencing the development of course materials, teaching staff must submit the course description to the programme director for approval.

The development of subsequent course materials may only commence once the course description has been approved.

Stage two – Development and approval of topic materials. Course topic handouts are developed and submitted for approval sequentially, starting with the first topic and continuing through to the sixth topic.

Development of the next topic may only commence after the materials for the previous topic have been agreed with the programme director.

Stage Three – Development of the remaining course materials. Once the materials for all topics have been approved, the following are developed:

- scripts for video materials;
- tests and an exam;
- information for the course homepage;
- a list of reference sources.

These materials are created based on the previously agreed course content.

Course materials developed without following the specified sequence of development and approval may be returned for revision, regardless of the stage of development.